

**AN ANALYSIS OF EDUCATIONAL VALUE IN MOANA MOVIE**

**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements for S1-Degree**

**By:**

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**Study Program : English Education**

**Advisor : Dewi Kurniawati, M.Pd**

**Co-Advisor : Fithrah Auliya A, M.Hum**



**TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE ISLAMIC UNIVERSITY OF RADEN INTAN**

**LAMPUNG**

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**2019**

## ABSTRACT

Nowadays, a decline of educational value has occurred in our environment especially in the college students. It happens when parents do not give the value education to the children from an early age. Moreover, most teachers or educators are too focused on the subject matter and do not pay attention to the morals or character of children which causes a decline in educational value of children. To minimize the problem, teacher needs media that can help them to teach the subject while at the same time delivering educational value to students. One of the media is movie. Therefore, this research discussed about the educational value in Moana movie.

The objective of this research was to find out types of educational value in movie and to describe the educational value presented in the movie. The researcher used theory of semantic by Davies and SPEAKING model by Hymes to analyze the educational value in the movie.

This research was descriptive qualitative method and the human research is the main instrument of this research. In collecting the data, the researcher utilized documentation method. The researcher used theoretical triangulation to make the data valid. After analyzing Moana movie, this research found twenty two utterance that contain types of educational value. They were including in eight division such as honesty, brave, self confidence, purity, loyalty, respect, love and friendliness. Most dominant type that appeared in the movie was self confidence and the lower types was friendliness.

**Keywords :** Educational Value, Moana movie, Descriptive Qualitative.





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## DECLARATION

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I hereby state that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other opinion of people or findings included in the thesis are quoted or cited in accordance with ethical standards.

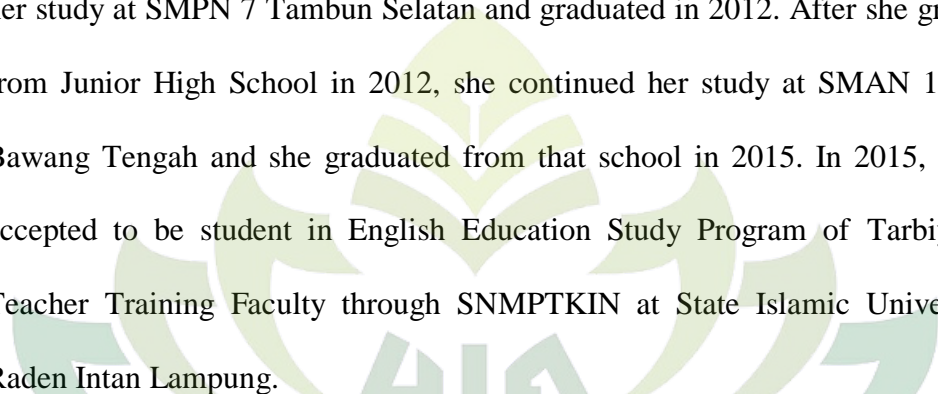
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## **CURRICULUM VITAE**

The name of researcher is Viska Tri Cahya. She was born in Tanjung Karang on March 3<sup>rd</sup>, 1998. She is the first children from two siblings of Mr. Agung Kurniawan and Ms. Meilisa. She has younger sister, Ratu Ayu Aprilia Melga.

She began her study at SDN 1 Tegal Mukti and graduated in 2009. She continued her study at SMPN 7 Tambun Selatan and graduated in 2012. After she graduated from Junior High School in 2012, she continued her study at SMAN 1 Tulang Bawang Tengah and she graduated from that school in 2015. In 2015, she was accepted to be student in English Education Study Program of Tarbiyah and Teacher Training Faculty through SNMPTKIN at State Islamic University of Raden Intan Lampung.



## DEDICATION

I offer up my praise and gratitude to Allah SWT for the abundant blessing to me. Then, I faithfully dedicated this thesis to:

1. My beloved parents Mr. Agung Kurniawan and Ms. Meilisa who always pray for my success and give me motivation and support to study hard until now. Thus, I could finish this thesis.
2. My beloved sister, Ratu Ayu Aprilia Melga who always give me suggestion and motivate me on my study.
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4. My beloved Almamater, Raden Intan State Islamic University.



## MOTTO

وَإِنَّهُ فِي أُمِّ الْكِتَابِ لَدَيْنَا لَعَلِيَّ حَكِيمٌ ء

And it is with Us, in the source Book, sublime and wise.

(Qs. Az-Zukhruf:4)<sup>1</sup>



---

<sup>1</sup> Talal itani, The Qur'an-Translated to English (Dallas: Clear Qur'an, 2009) p.256

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Alhamdulillahirobbil ‘alamin, all praise be to almighty Allah SWT, for the blessing, mercy and kindness who always guides and protects the researcher during every step in his life. Shalawat and salam never forget to convey to our prophet Muhammad SAW who always brings us from the darkness to the lightness. By the grace of Allah, so that the researcher could finish his thesis entitled “An Analysis of Educational Value in Moana Movie”. This thesis is submitted as one of the fulfilment of the requirements for the award of undergraduate degree of English Education Study Program at State Islamic University of Raden Intan Lampung.

In doing this thesis, the researcher could not finish this thesis alone. The researcher has obtained so much help, motivation, suggestion, aid, support and many valuable things from various sides. Therefore, the researcher would like to express his deepest feeling os his heart for people who always care of her and she would like to convey thankfulness in depth to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Education and Teacher Training Faculty and his staff who have given their goodness and services as long as her study program.
2. Meisuri, M.Pd, the chairman person and Yulan Puspita Rini, M.A the vice chairman person of English Education Study Program



3. Dewi Kurniawati, M.Pd as the advisor of the researcher who has contributed and guided the investigator in the accomplishment of the thesis.
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5. All lecturers of English Department of Raden Intan State Islamic University Lampung, who have taught the researcher since the first of her study.
6. All of my classmates (PBI Class C 2015) who have accompanied the researcher during at class and outside class. The researcher is rightfully proud to have such a good classmates and all the students of English Education Study Program who cannot the researcher mention one by one of their name.
7. All friends in teacher training (PPL) at SMP Negeri 29 Bandar Lampung and all member of KKN posko 261, thank you for their nice attention and accepting the researcher in part of their story life.
8. All the societies of Banyu Urip village and the teacher of SMP Negeri 29 Bandar Lampung as well as the students that had come to the life of researcher and helped the researcher in the process of study.

However, the researcher realizes that this thesis has limitation in certain way and this thesis is far from being perfect. Thus, critique, comment, and suggestion, are expected to arrange paper better in the forthcoming. Hopefully,

this thesis can be useful and can give the beneficial for the readers who want to obtain information about educational value.

Bandar Lampung, 10 November 2019

The Researcher

Viska Tri Cahya  
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## CHAPTER I INTRODUCTION

### A. Background of The Problem

*“Maybe the Gods found you for a reason. Maybe the ocean brought you to them because it saw someone who was worthy of being saved. But the Gods aren’t the ones who make you Maui. You are”<sup>1</sup>*

Nowadays, a decline of educational value has occurred in our environment.<sup>2</sup> The example of the problem is a number of crimes that increase such as robbery, rape, murder and more. It happens because they cannot implement the good value taught in their life. Various types of social occur deviations among students such as bullying and cyber-bullying, student fight, pre-marital sex, student use drugs and alcohol.<sup>3</sup> Parents are very influential in providing educational value to children because parents are the closest to children and the first person who give love.

A decline of educational value can be proven by facts data provided by book of Profil Kenakalan Remaja 2016.<sup>4</sup> The data said that from the result of research, there is an instability in the number of crime in teenagers. The details data can be seen in the following table:

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<sup>1</sup> *Moana*. Dir. John Musker and Ron Clement. Walt Disney Studio, 2016. Film

<sup>2</sup> Judith G Smetana, “*The Role of Parents in Moral Development: a social domain analysis*”. Journal of Moral Education. Vol. 28, No. 3, 1999, p. 1

<sup>3</sup> Indicator School Crime and Safety<sup>2016</sup>. National Center for Education Statistics. Washington DC, 2017

<sup>4</sup> Profil Kenakalan Remaja<sup>2016</sup>, Sub Direktorat Statistik Politik dan Keamanan, Badan Pusat Statistik, Jakarta-Indonesia, 2016. p.33

Jenis indikator	Tahun		
	2013	2014	2015
Jumlah kejahatan ( <i>Crime Total</i> )	341.159	325.317	352.936
Jumlah kejahatan yang diselesaikan ( <i>Crime cleared</i> )	183.122	176.530	205.170
Persentase penyelesaian kejahatan ( <i>Clearance rate</i> )	53,68	54,26	58,13
Selang waktu terjadinya kejahatan ( <i>Crime clock</i> )	00.01'32"	00.01'36"	00.01'29"
Risiko penduduk terkena kejahatan ( <i>Crime Rate</i> )	140	131	140

Based on the table above, there was a decrease in crime rates from 2013 to 2014. This number is inversely proportional to the crime rate in 2015 with a significant increase in youth crime by 352,936 cases from 325,317 cases that occurred in 2014. Therefore, a way is needed to overcome the crime of youth. To solve a decline of educational value, we have to know what educational value is and teach value education earlier to children.

Besides, the role of educational institutions is important to deliver educational value to children. In this case the teacher places an important role to develop the educational value to children. Parents and teachers as equal partners in the quest to improve the values inherent in thinking and acting of

students.<sup>5</sup> Because children construct different form of social knowledge, including morality as well as other types of social knowledge, through their social experiences with adults (parents, teachers, other adults). However, most teachers or educators are too focused on the subject matter and do not pay attention to the morals or character of children which causes a decline in educational value of children. To minimize the problem, teacher needs media that can help them to teach the subject while at the same time delivering educational value to students. Beside, the media must be fun and not make students bored in learning activities. One of the media is movie.

Movie is a medium of education that can demonstrate to the human, so people with such a device would be easier to accept education. There are many advantages to convey education in movie. As Harmer states that movie can help to see language in use, pick up a range cross cultural clues, allow everyone to entry into a whole range of other communication worlds included how the rules of behavior in social and business situations.<sup>6</sup> Certainly with support their parents, from movie or film which they see, children can get education include in the movie. Movie is one of literature that can be used to convey education. Because movie is not only as interesting media in learning but also can be introduced for the people with educational values. Then, watching movie can help to develop motivation of people in learning English.

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<sup>5</sup> Mark Freakley, Gilbert Burgh and Lyne Tilt Macsporrnan, *Values Education in Schools* (Melbourne: Camberwell, 2008), p. 5

<sup>6</sup> Jeremy Harmer, *The Practice of English Language Teaching with DVD 4th Edition* (Britain: Pearson Longman, 2007), p 308



And most children really like spending their time to watching their favorite cartoons, especially animated movie

Holmes states that animation movie is a term we use to describe a particular material and medium of communication that has certain specific properties governed by certain physical laws.<sup>7</sup> Animation movie is one of the entertainment media that appeals to all generation especially for child. Animation movie presents a unique storyline and concept that attracts for children and also movie lovers in general. Approach through animation movie is easier because it is additionally done visually also through audio. Children can imagine as well as learn by picking elements of culture, moral messages, education, lifestyle, and history. One element that can be easily absorbed in the film is educational values. The value is usually described implicitly in the film therefore the role of parents to sort out the movies that match with the mental of Childs.

Educational value can not only be found in academic processed but also can be found in anything experience.<sup>8</sup> Education value also can define a something or limitation of anything that educate someone directed to maturation, which have good or bad character, so it can useful for human live that can reach from educational process.

Walt Disney Animation is one of the most influential animation studios of all time. Disney is also one of the oldest animated film companies in the

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<sup>7</sup> Janet Holmes, *An Introduction to Sociolinguistics* (London: Longman Group Limited, 1992), p.285

<sup>8</sup> Zaim Elmubarak, *Membumikan Pendidikan Nilai* (Bandung: Alfabeta, 2008), p 12

world.<sup>9</sup> Disney has existed since 1921 after being founded by its founder, Walt Disney. There are various famous animation movie from Disney namely Aladdin, Tangled, Up, Moana, Zootopia, Frozen, Toy Story, and more.

Moana movie is elected as the subject, because Moana is different from other princess that is usually made by Disney. Moana movie contains educational value, friendship and there is no romance scenes. Beside, movie entitle Moana is a best seller and also obtain many award such as best animated feature in Nevada Film Critics Society, best favorite family movie.<sup>10</sup> Moana movie is an animated movie release in 2016 that tells the struggle and adventure of a 16 years old girl to save her dying village because the heart of Fiti was stolen by a half-god human figure named Maui.<sup>11</sup> Interesting story and animation and follow with cool soundtrack to make children love this film. But the stories are interesting and liked by children have not yet determined that a film contains worthy values.

Actually this study is not the first that analyze the educational value in a movie. Therefore, there is a number of studies have been done in this field. The researcher chooses some references about previous studies which are closed with the title of writer. But it does not mean the researcher only plagiarizes the previous study. To prove the originality, this study shows the related study.

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<sup>9</sup> Walt Disney Studio” (On-line), available at: <http://en.wikipedia.org> ( November 9<sup>th</sup> 2019 )

<sup>10</sup> Moana movie” (On-line), available at <https://en.wikipedia.org/wiki/Moana> (November 9<sup>th</sup>2019)

<sup>11</sup> Ibid.

Based on the previous research, Selvy , she discussed the research entitled “An Analysis of Educational Values in Life of Pi Movie”. In this case, she used theory of Dell Hymes to find out the educational value in the movie. The educational value that presented by dialogue of the character in the movie such as purity, never give up, not selfish, religious, loyalty, grateful, respect, peace, diligent. Beside the research is almost same because she used Dell Hymes Theory. Hymes states that correct language not only learn the words or grammatical rules, but also the context of the use of language such as aspect of place, participants, purpose of dialogue, act on the information submitted, key for speakers and speakers during the conversation, instruments of speech, norms, and genre. Therefore, the study contains an analysis of educational value in movie based on the aspects that mentioned by Hymes. But the previous research by Selvi is not clear to explain the research about educational values in the movie. It can be evident because there is no detail explanation about theory of Dell Hymes. While the researcher will be used SPEAKING model by Dell Hymes to analyze the educational value presented in Moana Movie.

Second, Munawaroh conducted a research entitled “An Analysis of Values Found in The Pirate Fairy Movie”. In this study, she found out some values gets to be classified deeply like moral values that cover to be opened, inquiring, active, brave and delight. And then social values consisting of agreeable, favor collaborates, ambitious, and good serves. And she found education point also clear headed cover, inventor, want to try something new,



and innovative. In this study, the researcher more focuses on the character of the film. It is not identification dialogue between the characters that presented the educational value but it explains what behavior of some character in the movie is. Automatically, the research by Munawaroh is different from the research by the researcher. Because the previous study focus on the character of the movie that presented value, while the researcher analyze the educational value with observation the conversation between character which presented educational value.

Based on the explanation, the researcher concludes that many similar studies about movie have been done. But they have different focus on this research about educational value in Moana Movie. As a result, the author was interested in researching elements of education contained in it with the title "An Analysis of Educational Value in Moana Movie"

## **B. Identification of the Problem**

Based on the background above, the researcher identified the problem as follows:

1. Educational value of students is still low
2. The lack of attention from the teachers and parents in teaching educational value to children.

## **C. Limitation of the Problem**

In this research, the researcher wanted to deeply examine about the Educational values presented in the Moana movie by using semantics theory

and describe the educational values founded by using SPEAKING model. This researcher was concerned in the values found which are used reading script and seeing movie.

#### **D. Formulation of the Problem**

Based on the condition above, the researcher identified the problems which are in the research was formulated, such as:

1. What are the educational values find in Moana Movie?
2. How do the educational values presented in The Moana Movie?

#### **E. Objectives of the Research**

In this research, the objectives of the research:

1. To analyze the educational values find in the Moana movie
2. To describe the educational values presented in Moana movie

#### **F. Uses of the Research**

1. Theoretically

The result of this research can be references to the scope of linguistic and provide information about value education. Because books and references about educational values are difficult to find even in the online book site and the number of books still very limited.

## 2. Practically

### a. For students

Students can understand deeply about educational value and improve them to find the educational value in the movie. It can be useful especially to informal learning, because most people like watching movies, thus this paper guidance to enrich the comprehension about educational value to decide the film is appropriate for their children or not.

### b. For other Researcher

The result of this research can be inspiration to the others researcher who interest to conduct study about educational values And this research also provide many references if they wants to conduct the research about educational value in movie.

## **G. Scope of the Research**

### 1. Subject of the Research

The subject of the research was the analysis of educational value in Moana Movie

### 2. Object of the Research

The object of the research was the analysis script of Moana movie.



3. Place of the Research

The research was conducted at library of State Islamic University of Raden Intan Lampung

4. Time of the Research

The time of the research was conducted in 2018/2019



## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Definition of Semantics

Semantics is branches of psycholinguistics that study about meaning of the language through analyze signs or symbols. Within this view, sounds, facial expressions, body language.

“Semantics is the systematic study of meaning, and linguistic semantics is the study of how languages organize and express meanings”<sup>1</sup>

Semantics has developed and become worthy study. There are two factors that make semantics become important and worthy study. First, meaning is strictly connected with communication. A certain meaning can be delivered through communication plays an important role in human life. Second, the process of human attempts to comprehend the nature of meaning involves the mental ability by the use of reasoning and perception.

According to Davies and Elder, semantics is one of division in linguistic that explaining about meaning.<sup>2</sup> It is concerned with the language system that makes people to be able to communicate with one another. People use natural signs to get the meaning of languages. All people can be received in full by each individually through perceive, identify and interpret process.

Davies and Elder mention that semantics divided into two classification of meaning:

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<sup>1</sup> Charles W. Kreidler, *Introducing English Semantics* (Newyork: Taylor and Francis e-library, 2002), p.3

<sup>2</sup> Alan Davies, Catherine Elder, *The Handbook of Applied Linguistics* (Oxford: Blackwell Publishing Ltd, 2004), p.48 - 49

### 1. Lexical semantics

Lexical semantics is subfield of semantics that concerned with the systematic study of word meanings. It shows how to describe the meaning of words and how to account for the variability of meaning from context to context. As well as looking at the meanings of words, lexical semantics also examines the meaning relations between words. These meaning relations include concepts such as synonymy (where two words have the same, or at least very similar, meanings, as with couch and sofa), antonym (opposite meanings as with good and bad or tall and short), hyponymy (the meaning of one is included in the meaning of another, as with boy and child), homonymy (two words having the same form but different meanings, as with a bank for money and a bank of the river), and polysemy (where a word has two or more related but distinguishable meanings, as with a chip of wood, a potato chip, and a computer chip, where all have the idea of a small piece as part of their meaning).

### 2. Grammatical semantics

Grammatical semantics is interested in the meaning of grammatical morphemes, and how systems of grammatical meaning differ across languages. It analyzes the meaning dependent on the whole

class or a subclass. Every language has a grammatical system and different languages have somewhat different grammatical systems.

Example:

Past vs. Present

- a. A dog barked
- b. A dog barks

Singular vs. Plural

- a. A dog barked
- b. Some dogs barked

Grammatical meanings, then, are expressed in various ways: the arrangement of words (referring expression before the predicate, for instance), by grammatical affixes like the *-s* attached to the noun *dog* and the *-ed* attached to the verb *bark*, and by grammatical words.

In summary, semantics focuses on the literal meaning of words, phrases and sentences. It concerned with how grammatical processes build complex meanings out of simple ones. Signal as object of semantics that human can use in analyze a meaning of language. Semantics meaning divided into two fields such as lexical meaning and grammatical meaning. Lexical is dominant in content of words, while grammatical is dominant in function of words.



## B. Definition of Speech Event

People send information and understand with another person as communication. On the other hand, Speech is generally known as a form of communication to deliver a particular purpose which is made by the speaker to audience in spoken language. Hymes arguing that the meaning of a speech dependent on the context the speech occurs. Context simply means the physical environment in which a word is used.<sup>3</sup> As matter of fact, hymes developed theory about speech event.

Speech event is the basic unit for descriptive purposes and refers to activities or aspect of activities that are directly governed by rules or norms for the use speech.

The statement above explains that, speech event can be defined as a form of communication that exists between two or several participants who discuss the same topic to achieve the same purpose in one language variety. Therefore all of the rules must be complete. Because without one of the rules, it cannot be speech event.

## C. Concept of SPEAKING Model

Hymes in his quote make us know that speech not only about the appropriateness of a sentence with the rules of language, but also about the appropriateness to the meaning and context of the sentences. A conversation can occur if there is a reciprocal response between two speakers. If one of the speakers does not understand about the speech delivered by interlocutor then

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<sup>3</sup> George Yule, *Pragmatics* (Newyork: Oxford University Press, 1996), p.21

a conversation or event cannot occur. Hence, Hymes uses the word of SPEAKING model to describe the various factors that can lead to the speech event. These factors are as follows:

1. S (Setting and Scene)

Setting refers to time and place. That is the concrete physical state where the speech event takes place. The scene refers to the abstract physiological setting or cultural definition of the event.

2. P (Participants)

The participants are various combinations which include the speaker and the listener, addresses and receiver, sender and recipient. They generally fill certain roles that are socially determined such as gender, status, age or profession of participants.

3. E (Ends)

Ends refer to the conventionally recognized and expected outcomes of an exchange as well as to the personal goals that participants seek to accomplish on particular occasions. In other words, it can be said as the purpose or the goal of the participants in speech event.

4. A (Act Sequence)

The sequence of actions refers to the actual form and content of what is said; the right words are used, how the word is used, and what relationship is said to the actual topic at hand.

### 5. K (Key)

Key refers to the situation is formal or not, whether the participants are happy or sad (for example an informal birthday party or family reunion)

### 6. I (Instrumentalities)

Instrumentalities refers to the tool that participant used to make the speech possible happen. For example, oral, written, telegraphic, phone and to the actual forms of speech employed, such as the language, dialect, code, or register that is chosen.

### 7. N (Norms of Interaction and Interpretation)

Norms of Interaction and Interpretation refers to the specific behaviors and properties that attach to speaking and also to how these may be viewed by someone who does not share them. For example, loudness, silence, gaze return and more.

### 8. G (Genre)

Genre refers to clearly demarcated types of utterances: such as thing a poems, proverbs, riddles, sermons, prayers, lecture editorials.<sup>4</sup>

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<sup>4</sup> Ronald Wardhaugh and Janet M. Fuller, *An Introduction to Sociolinguistics* (Oxford: Blackwell Publisher Ltd, 2015), p. 232

Those are the component that people use as a tool to assist the identification and labeling of components of interactional linguistic by view that in order to speak language correctly, person not only to learn vocabulary and grammar, but also the context in which words are used. This model has been applied to understand a variety of communities and situations. In this research, SPEAKING model is used as a tool to explain how the educational value presented through conversations arising from actor in Moana movie. SPEAKING model describe various factor in the conversation that made speech event. In the speech, it can identify whether the speech contained educational value or not.

#### **D. Concept of Education**

Education is process of overcoming natural inclination and substituting in its place habits acquired under external pressure<sup>5</sup>. It means that education is the process of regenerating old habits to get something new. It cannot be denied that the development of time forces us to be sensitive to any changes. Every individual should be open to all new information to continue his life.

The subject matter of education consists of update bodies of information and skill that have been worked out since the past. The main purpose is to prepare the young for future responsibilities and for success in life, by means of acquisition of the organized bodies of information and prepared forms of skill which comprehend the material of instruction.

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<sup>5</sup> John Dewey, *Experience and Education* (Newyork: Kappa Delta Pi, 1977), p.17

Besides, another purpose from education is to improve human resources. One way that they use to obtain and increase education in their life is learning process. Harmer says there are two condition to pick up second language such as living in a target language community with no formal attention (without going to lesson), others going to language classes<sup>6</sup>. Hence, the researcher can assume that there are two places commonly used in learning language, namely formal and informal education. The following will be explained:

#### 1. Formal Education

A number of places of learning process that we know are formal education, informal education. Usually formal education takes place in a school environment with classroom of multiple students learning together with a trained, certified teacher of the subject. Most school system is designed around a set of values or ideals that govern all education, class size, educational activities and more. Educational choices in that system such as curriculum, organizational models, design of the physical learning space, student teacher interactions, method of assessment. Formal education such as in the school, educational value is not only obtained from the material taught by the teacher during learning class. However, the teacher acts as an educator who develops value in education. Teacher should give good example to the children.

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<sup>6</sup> Jeremy Harmer, *Op. Cit.* p.50



When they are entering to school, children automatically begin to develop their values which marked by being able to distinguish between good and bad. This phase is a form of transition from preliminary awareness to value consciousness. Therefore the role of teacher is considered important in this matter.

## 2. Informal Education

Informal education occurs in a variety of places, such as at home, work, and through daily interaction and shared relationship among members of society. A half of learners include this as language acquisition, cultural norms, and manners. In informal learning, there is often a reference person, a peer or expert, to guide the learners. If learners have a personal interest in what they are informally being taught, learners tend to expand their existing knowledge and conceive new ideas about topic being learned. Most of parents demand and expect that teachers or educators in the school can represent them in developing educational value to their children. But they have less aware that time to meet between teacher and their child is only brief. Many children spend their time with family and society. Meanwhile, teachers also need support from parents in creating a conducive structure for developing values in children. The creation of a supportive atmosphere at home demands parents do not only to speak, but also giving example of good deeds.

The immediate goal of language study is to increase knowledge of the language system; hence the standard is needed to declare a process of education feasible to achieve learning goals. In line with that, Peter stated several criteria related to education: First, education is concerned with the development of desirable states of mind in the transmission of what is worthwhile to those who they come to care about these valuable things. No restriction is set on what is transmitted other than that it is judged to be worthwhile in itself and not merely to be useful or a means to some other end. Secondly, education is concerned with the acquisition of a body of knowledge and understanding that gives some form of cognitive perspective to the person's activities, so transforming their outlook. Thirdly, the processes of education involve at least some understanding of what is being learnt and what is required in the learning, together with some minimal voluntary participation in the process<sup>7</sup>. The statement extends that education must be complete three criteria: education must be related to development of mind which useful to choose the valuable things, provide some cognitive perspective for one activities and involves understanding of what is being studied and what is needed in learning.

In summary, education is directly concerned not simply with knowledge, understanding, belief, the characteristics of intelligent behavior, but with the whole interaction in which some people are systematically helping others to know, understand, believe, and act intelligently.

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<sup>7</sup> Richard Peters, *Education, Values and Mind* (London: Boston and Henley, 2010), p.13

### E. Concept of Value

Values are standards or ideals with which we evaluate actions, people, things, or situations. The value of something such as a quality, attitude, or method is its importance or usefulness. Thomas gave us this definition, a value is thus any object, real or imaginary, which has a meaning and which may be the object of activity.”<sup>8</sup> That means that value is an object of something or activities both real and imaginary. Value in life depends on our likes and dislikes, our attitude, our mentality and our behavior. Values serve as standards of behavior, as well as criteria for judging and choosing. They are in effect abstract ideas concept revealed and expressed through human action and speak.

In line with statement above, Halstead and Taylor assumed value as things which are considered ‘good’ in themselves (such as beauty, truth, love, honesty and loyalty) and as personal or social preferences.<sup>9</sup> Hence, value is considered must be related to something that is considered good. They assumed that everything has a positive impact both for them and on the social environment such as society is value.

The principle that presented above can help to achieve peace and also prevent the loss or hardship either to themselves or others children because this is an effective way to establish a moral child a clear and strong. Different groups of people may hold or prioritize different kinds of values influencing

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<sup>8</sup> George B Neumann, Educational Values : Whence and Whither. *The Journal of Educational Sociology*, Vol. 7 No. 2 (1933), p.97

<sup>9</sup> J. Mark Halstead and Monica J. Taylor, *Value in Education and Education in Value* (London: Taylor & Francis e-Library, 2005), p. 4

social behavior. Furthermore, values are part of intrinsic nature of thing or simply a matter of how humans respond to thing is controversial. Thus, value is very important in society especially for children.

#### **F. Concept of Educational Value**

Education has the greatest value. All those activities that are good, useful and valuable from educational point of view are considered as educational values. Education has its aims to modify the nature of the education and not merely to supply a certain amount of knowledge. In a row educational value is to develop rational critical thinking, to educate the emotions, to cultivate the imagination. Taylor argues that the promotion and development of values in the context of education as a lifelong process, to help individuals develop as responsible and caring persons and live as participating members of a pluralist society'.<sup>10</sup> It proves that educational value is a prolonged learning process and must be applied throughout the life of an individual.

Education value is the spirit of education, so wherever they are taught the value of education will present itself. Educational value is the value of education.

"Value education is, in one way, teaching a set of principles which determine people preferences. It is important for social life to be formed according to the principles that are approved by the society and transfer and teach values to its members."<sup>11</sup>

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<sup>10</sup> J. Mark Halstead and Monica J. Taylor, *Op.Cit.* p. 7

<sup>11</sup> Mimar Turkkahrama, "Social Values and Value Education". *5th world conference on Educational Science-WCES 2013*, p 637

The statement above explains that the value of education is the limitation of everything that educates toward maturity so that it is useful for his life obtained through the educational process. The process of education does not mean that it can only be done in one place and at a time. Associated with existence and human life, educational values are directed at the formation of the human person as an individual, social, religious, and cultured creature.

Educational value not only can be found in academic processed but also can be found in anything experience. Piaget believed that one childhood plays a vital and active role to the growth of intelligence, and that the child learns through doing and actively exploring.<sup>12</sup> The theory of intellectual development focuses on perception, adaptation and manipulation of the environment around them. It is primarily known as a developmental stage theory, but, in fact, it deals with the nature of knowledge. He believed that children construct an understanding of the world around them, and then experience discrepancies between what they already know and what they discover in their environment. Moreover, Piaget claimed that cognitive development is at the center of the human organism, and language is contingent on knowledge and understanding acquired through cognitive development itself and how humans come gradually to acquire, construct, and use it.<sup>13</sup> It means that education is not only studied at the school but also

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<sup>12</sup> Eric amsel and James P. Byrnes, *Language, Literacy, And Cognitive Development* (New Jersey: Taylor & Francis e-Library, 2008), p. 29

<sup>13</sup>“Theory of Piaget of cognitive development”, available at (<http://S3.amazonas.com>)



within the environment community. Even at the school level it cannot be ascertained that they apply the value of education.

Even though the curriculum in Indonesia now is promoting education of character. But not all of teacher can apply it in the classroom. Because classrooms are only a small scope that not only focuses on the personality of the child but also focuses on knowledge, technical ability and cognition (hard skills) besides the limitations of time in the classroom becomes a factor. Children spend more time at home and in the community than in the school. Therefore the importance of the educational values must be taught at an early age in the family scope that allows children to gain greater educational experience so that good character is created in the child's personality.

In summary, education value also can define a something or limitation of anything that educate someone directed to maturation, which have good or bad character, so it can useful for human live that can reach from educational process.

### **G. Types of Educational Value**

As explained in the previous discussion, educational value is important to learn especially for children. Value in education can help parents to teach the children to have a good personality, so it can become reference for them as a reference in real life. Consequently, Linda and Richard mentioned values that must be learned, which is divided into values of being and values of giving. And both of them have each kind of educational value, they are as following:

## 1. Values of Being

The values of being are a value that is within evolved human beings into the behavior and the way we treat others. Which include:

### a. Honesty

Honesty define as a human attitude when be faced with something or phenomenon and tell the information without change the information. It also can define as an attitude or behavior which appear and based from our deep heart.

*Example:*

Cika : I have removed the pen which I borrowed you. I am sorry for that Shinta

Teacher : Yeah it is okay, next time you do not be careless.

From the example above, the students admitting that they cheated the answer of their friend to pass the test. It tells the truth when a question is asked, have not pretend attitude, says what he/she thinks and believes to be right. Cika is strong enough to tell Shinta that she is wrong. The conversation reflects honesty. In this movie honesty can be measured from the statement and action that the actor say and do.

b. Brave

Brave is one of action of human to struggle and maintain something which believed as something good and right with pass a danger, difficulty and weakness.

*Example:*

Pika : Sorry, I disagree with your opinion because I think it is not fair.

Pricil : No problem, we can consult again with our team

The conversation shows that pika dares to express her opinion that she does not agree with what Pricil said. So, she wants start the meeting again. The example above contains brave aspect. To measure bravery from someone, it can know from the action also can know from the statement too. In this movie brave that shown by character from the brave to admit the mistake and the action to opposed the enemy. Courage to follow your good heart in spite of marginalized

c. Self Confidence

Self confidence is a human attitude appears as boundaries awareness of ability. Characteristic of confidence are believe in them it's means that confident people believe in themselves, and they strongly believe that their life fulfills a special important purpose in the world.

*Example:*

Ega : I believe that I can win singing competition next week

Mega : are you sure ? All the participants have great abilities.

Ega : Yes I know, but I am an expert in this field.

The example of the conversation shows that Ega feels confident that he will be the winner in that competition next week. Self confidence makes a condition of people who give a strong belief in himself to do something. They definitely know their strengths and have accepted their weakness. They are very sociable. Thus, it can be mentioned as self confidence.

#### d. Self Discipline

Self discipline is a human consistency and consequences level to a commitment or agreement which has relation with the purpose that will be reaching. Self discipline can apply in everything. Apply self discipline can be looked when we know the limits in terms of strength of body and mind. Conscious of the dangers when embracing extreme views and impartially. The ability to balance spontaneity with self-discipline.

*Example:*

Siska : Ta, have you done the assignment from Mr. Ahmad?

Dita : yes of course, I finished it last night

Siska : I wonder how you can always do the task on time

Dita : I will not to postpone the work

The conversation shows that Dita is the example of self discipline. Self discipline allows an ability to make you obey the rules, no matter what you like or not. Discipline is a commendable attitude that must be owned by everyone who wants to succeed in every field of work.

e. Purity

Purity is the condition or quality to keep the value. Understanding about the role of life, awareness about the consequences of long-term (and extended) that can be caused.

*Example:*

Axel : Hey Richard, My friends and I plan to skip biology class. We want go to the canteen. Will you come along with us?

Richard : No thanks brother, I must handed my homework



The example above shows about purity. Because Richard refused to take a bad action and choose to remain in the class.

## 2. Values of Giving

Value of giving is that values need to be practiced or provided which would then be accepted as a given. Values of giving include:

### a. Loyalty

Loyalty is the state or quality of being loyal, faithfulness to commitments or obligations. A loyal person usually ready to support, ready to serve, ready to help and trusted in carrying out consistent promises. Characteristics of trustworthiness be honest, be reliable, have the courage to do the right thing, build a good reputation, be loyal.

*Example:*

Brother : I will pick you up after school. I will be there at ten past two, you can count on it

Kia : It is okay, I can go home alone

Brother : No, I will be there no matter how busy I am because I want to be with you and support you.

The example above between first speaker and second speaker is the conversation from brother to Kia, his younger sister. Brother tells that he will always be there for his sister and support anything that sister does. Even though he is busy.

The first speaker shows that trusted in carrying out consistent promises. Consequently the conversation that comes out utterance is types of Loyalty.

b. Respect

Respect is an act in a way which shows that you are aware right of someone, wishes etc. Characteristics of respect are treat others with respect, be tolerant and accepting of differences, use good manners, do not use bad language, be considerate of the feelings of others, do not threaten, hit or hurt anyone, deal peacefully with anger, insults, and disagreements.

*Example:*

Wika : It is a bad day ever in my life, I feel very sad today

Jenny : Hey what happened? I saw you enter to Mrs. Juan's room

Wika : Yeah, do you know? I was just scolded by Miss Juan because I forgot to bring the group worksheet that we did last week in laboratory. And when I come back to the class my group also angry with me because they can get score in the Biology class.

Jenny : Oh I know how your feeling is. This is can be a lesson for you. Next time, you have to be more

careful and prepare your bag from the night so nothing is left anymore.

Wika : Yeah I know, thank you Jenny.

Jenny : You're welcome

The conversation above tell that first speaker have a problem because she left the group worksheet. So the teacher and her friend was grumbled the first speaker. Thus, second speaker responded by listening what the first speaker talking about and giving sympathy to that problem. The attitude shown by second speaker to first speaker is application of respect. Because the she be considerate of the feelings of others

#### c. Unselfishness

Unselfishness is one attitude that more cares to others; learn to feel the togetherness and compassion toward others. Unselfishness usually shown by empathy, tolerance, and brotherhood.

*Example:*

Kevin : Hy Zaky

Zaky : Hy Kevin

Kevin : What are you doing here? It is unusual you are not go to the canteen today.

Zaky : Yes, actually I forgot to bring money. I left my money in my bedroom.

Kevin : You are lucky boy. I bought two bread from the canteen; you can get one of them if you want.

Zaky : Oh really?

Kevin : Of course, I only eat one. At first, I will bring this one home, but you have not eaten anything, so it can be yours

Zaky : Thanks a lot Kevin

Kevin : You're welcome

From the example of the conversation above, Kevin apply Unselfishness. Because he wants to share what he has with others. This is in accordance with the characteristics that have been mentioned above that usually selfishness shown by empathy, tolerance, and brotherhood. So it can be concluding that conversation includes unselfishness.

#### d. Love

Love and affection is a positive feeling you may have or express for other people or things. Affection define as a feeling of liking and caring for someone or something. Love is more than just a loyal and respectful. Love can be indicated to dear

friends, dear to the neighbor, who also loves to hate us. And emphasizes the lifelong responsibility for saying to the family.

*Example:*

Mom : Laura, I was really upset when you were two hours late getting home from school and didn't call me, and you deserve the penalty you are getting.

Laura : I am sorry, Mom. I have extra hours at school and my phone was dying when I wanted to contact you.

Mom : I am worried about you. And I just want to say no matter what your fault is, I still loves you kid

Laura : Thank you mom, love you to.

The conversation involves the mother and child namely Laura. The child or second speaker made a mistake of being late to go home. So, mother is angry with Laura. But, mother still forgives and loves the child. From the explanation, it can concluded that the example apply love. Even though mother is angry with her child but it cannot divide their relationship.

#### e. Kindness and Friendliness

Kindness is a good attitude having people to others or things. It is aware friendly and caring attitude is more commendable than the rough and tough attitude. It can be shown by tenderness, especially on the younger or weaker.



While friendliness can be shown by starting a conversation with an unknown or person that you know recently. Kindness and friendliness capable of making new friends and maintain friendships.

*Example:*

The situation, when you are sitting in the bus seat and suddenly an old man gets into the bus and does not get a seat.

Me : Excuse me sir, I see you does not get a seat so please sit in my chair

Old man : Is it okay for you to stand in the bus?

Me : Yes sir

Old man : Okay thank you kid

Me : You are welcome

The example of the conversation above shows that the first speaker apply attitude of kindness. Because the first speaker give his chair to the old man. The sentence” please sits in my chair” is proof of the good things that he did. So the conversation above include in types of kindness.

f. Fair and Humanist

Fair is treating someone in a way that is right or reasonable, or treating a group of people equally and not allowing personal opinion to influence a judgment. The view of the natural

consequences and the law of cause and effect. Appreciate the generous and for giving attitude and understand that revenge is futile.

*Example:*

Distribution of pocket money to children according to their needs and portions. For example: the children in elementary school were given two thousand rupiahs. For junior high school were given five thousand rupiahs and for senior high school were given ten thousand rupiahs.<sup>14</sup>

Based on explanation above, the researcher takes conclusion that if we want to develop our educational values from values of being, we must practice these values to yourself. And if we want to develop our educational values from values giving, we can practice those values on others. We can get educational values everywhere, not only in a formal institution. We can find from experiences, friends, environment and soon. One of the sources of educational values which we can get is by watching movie.

## **H. Concept of Movie**

Movie becomes so familiar in this era. It can make people enjoy when people watching in television. Movie is the most famous entertainment media around the world. Barsam and Monahan said that movie is story that capture in a set of the celluloid strip on which the images that make up motion

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<sup>14</sup> Linda and Richard Eyre, *Teaching Your Children Values* (Newyork: Simon and Schustar, 1993), p.13

pictures were originally captured, cut and projected.<sup>15</sup> By watching movies, people can get inspiration, ideas, knowledge; learn some new from the movies. Movie has many interesting side we can see. Thus, many people are interested in spending their time to watch movie because to fill their free time or even they really like watching movies

There are many designations about movie in television programs like film, cinema, and movie. At first they sounded same but actually different. Barsam and Monahan state that film a motion picture that is considered by critics and scholars to be more serious or challenging. Movie is simple form of motion picture contain more funny and entertaining scenes than film. While cinema is a collection of films that more directed to set works of art.<sup>16</sup>

Besides aiming to entertain movie can also to be a learning tool. Because there is a message or educational values that usually presented in each scene. As Harmer states that movie can be used as a visual aid in the teaching and learning process. But movies or films can also be used to teach people about history, science, human behavior and any other subjects. Some films combine entertainment with instruction, make the learning process more enjoyable.

According to the explanation above, the researcher conclude that movie is a story or event recorded by a camera as set of moving images and shown on television as motion picture. Then movie is not only to entertain the audience but also convey the educational values.

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<sup>15</sup> Richard Barsam and Dave Monahan, *Looking at Movies : An Introduction to Film* 3rd edition (Newyork: W. W. Norton and Company, 2010), p 2-3

<sup>16</sup> Ibid

## **I. Moana Movie**

Moana movie is a story about the strong-willed daughter of a chief Polynesian village named Moana. In this movie also tell about her adventure. On the Polynesian island of Motonui, the inhabitant worships the goddess Te Fiti, who brought life to the ocean, using a pounamu stone as her heart and the source of her power. Maui, the shape shifting demigod and master of sailing, steals the heart to give humanity the power of creation. However, Te Fiti disintegrates, and Maui is attacked by Te Ka, a volcanic demon, losing both his magical giant fishhook and the heart to the depths.

A millennium later, Moana, daughter of chief Tui, is chosen by the ocean to return the heart to Te Fiti. However, Tui arrives and takes Moana away, causing her to lose the heart. Tui and mother of Moana, Sina, try to keep her away from the ocean to prepare her ascension as the island's chief. Years later, blight strikes the island, rotting the coconuts and dwindling the number of fish caught. Moana suggest going beyond the island's reef to find more fish, and to know what is happening but Tui forbids it. Moana tries conquering the reef but is overpowered by the tides and shipwrecked back on Motonui.

## **J. Literary Element of Moana Movie**

Commonly, the term literary element refers to the typical structures used by the researcher in their works to convey his or her messages in a simple manner to his or her readers. When employed properly, the different

literary element help readers to appreciate interpret and analyze a literary work. There are several literary elements such as the following:

### 1. Author

Author is the creator or originator of any written work such as book or play, and is also considered a researcher. More broadly, author gave existence to anything and must be responsible for what was created.<sup>17</sup> In other words, an author must have the ability to think and express their thoughts. Therefore, an author deserves copyright for his work, because he produces by own thought. In Moana movie, Ron Clement and John Musker is the author

### 2. Character and characterization

Characters are the person that is involved in the story. Characters are not only persons, but also the elements of nature such as wind, waves, grasses, or even animals. Character can be conveniently classified as major and minor. Major characters are an important figure at the center of the action or theme in the story. The major character sometimes called a protagonist and antagonist.

- a. Protagonist is a character who dominates in the story or character that brings the stand point of the author. This character is not necessarily good character, however mostly they have goodness, patience, and kindness.

In moana movie, there are

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<sup>17</sup> "Author" (online), available at: <http://en.m.wikipedia.org> (July 3<sup>rd</sup> 2019)



- b. Antagonist. It is defined as character who against the protagonist.

In moana movie, there are five major characters that are:

- 1) Moana as protagonist character
- 2) Maui as protagonist character
- 3) Grandmother of Moana as protagonist character
- 4) Father of Moana as protagonist character

While minor character is supporting character whose function to illuminate the major character. In moana movie, there are:

- 1) Mother of Moana as protagonist
- 2) Kakamora as antagonist character
- 3) Tamatoa as antagonist character
- 4) Heihei as protagonist character
- 5) Villager as protagonist
- 6) Te Ka as antagonist character
- 7) Te Fi Ti as protagonist

Characterization refers to the techniques of creating characters for a narrative, including the process of conveying information about them. The characterization in Moana movie:

## 1) Moana

Characterization	Description in the dialog
Brave	Maui demigod of the wind and sea. I am Moana of Motonui. You will board my boat. Sail across the sea and restore the heart of Te Fiti.
Leadership	Well, we should clear the diseased trees and we will start a new grove. There.
Strong-willed	We can stop the darkness! Save our island! There's a cavern of boats. Huge Canoes. We can take them, find Maui, and make him restore the heart. We were voyagers. We can voyage again!
Wise	Maybe the Gods found you for a reason. Maybe the ocean brought you to them because it saw someone who was worthy of being saved. But the Gods aren't the ones who make you Maui. You are.

## 2) Maui

Characterization	Description in the dialog
Charismatic	Hey, crab cake! I'm back. It's Maui Time! What do you say, little buddy? Giant hawk?

	Coming up! Cheeeeehoooo!
Awesome	Listen. For a thousand years, I've only been thinking of keeping this hair silky, getting my hook and being awesome again.
Funny	Good riddance, you filthy pile of pebbles. Oh, no, no, no. Don't look at me like that. It's a beautiful cave. She's gonna love it. And I'm going to love you in ma belly. Now, let's fatten you up, drumstick.

### 3) Grandmother of Moana

Characterization	Description in the dialog
Omnificent	Mauui. When he stole from the mother island, darkness fell. Te Ka awoke. Monsters lurked and boats stopped coming back. To protect our people, the ancient chief forbids voyaging. And now we have forgotten who we are. And the darkness has continued to spread, chasing away our fish, draining the life from island after island
Encouragement	There is nowhere you could go that I won't be with you. Go!

## 4) Father of Moana

Characterization	Description in the dialog
Attentive	I know, I know. But you don't go out there. It's dangerous. Moana, come on. Let's go back to the village. You are the next great chief of our people.
Well respected leader	Of course, I understand you have reason for concern. I will talk to the council.
Protective	Instead of endangering our people so you can run right back to the water. Every time I think you're past this. No one goes beyond the reef!

## 5) Mother of Moana

Characterization	Description in the dialog
Gentle	. Because he was you. Drawn to the ocean. Down by the shore. He took a canoe, Moana. He crossed the reef, and found an unforgiving sea. Waves like mountains. His best friend begged to be on that boat. Your dad couldn't save him. He's hoping he can save you. Sometimes who we wish we were what we wish we could do. It's just not meant to be.

## 6) Tamatoa

Characterization	Description in the dialog
Greedy	What have we here? It's sparkly, shiny. Wait a minute, Ugh! It's a human
Showman	Are you just trying to get me to talk about myself? Because if you are... I will gladly do so. In song form!

## 7) Kakamora

Characterization	Description in the dialog
Stealer	No, no! Heihei! Maui! They took the heart!

## 8) Heihei

Characterization	Description in the dialog
Idiot	I'm curious about that chicken eating the rock. He seem to lack the basic intelligence required for pretty much everything

## 9) Te Ka

Characterization	Description in the dialog
Bad	Maui tried to escape, but was confronted by another who sought the heart. Te Ka, a demon of earth and fire. Maui was struck from the sky, never to be seen again

## 10) Te Fi Ti

Characterization	Description in the dialog
Kind	In the beginning, there was only ocean until the mother island emerged, Te Fiti. Her heart held the greatest power ever known. It could create life itself. And Te Fiti shared it with the world.

## 3. Theme

Theme is a unifying idea that the film expresses through its narrative or imagery.<sup>18</sup> Theme related to the focus or basis used by the author to develop a story. All activities in the story are also based on that theme.

Moana movie tells the story of a daughter of a Polynesian village head, who was chosen by the ocean to find a god, named Maui and restores the heart of a goddess, in hopes of saving his people.

## 4. Plot

Plot is a causal sequence of events why for the things that happen in the story. The plot draws the reader into live of characters and helps the reader understand the choice that the character make.

There are five elements in a plot such as.

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<sup>18</sup> Richard Barsam and Dave Monahan, Op.Cit. p.88



- a. **Exposition.** That provides background information needed to make sense of the action, describe the setting, and introduces the major characters.

Exposition of Moana movie:

On the polynesian island of Motunui, the inhabitants worship the goddess Te Fiti, who brought life to the ocean, using a pounamu stone as her heart and the source of her power. Maui, the shape shifting demigod and master of sailing, steals the heart to give humanity the power of creation. However, Te Fiti disintegrates, and Maui is attacked by another who seeks the heart: Te Ka, a volcanic demon. In the fight, Maui is blasted out the sky, losing both his magical giant fishhook and the heart to depths of the sea.

- b. **Complication.** It is the catalyst that begins the major conflict.

Complication in Moana movie:

A millennium later, the ocean chooses Moana, daughter of chief Tui of Motunui, to return the heart to Te Fiti. However, Tui arrives and takes Moana away, causing her to lose the heart. Tui and mother of Moana, Sina, try to keep her away from the ocean to prepare her for ascension as chief of the island. Years later, blight strikes the island, causing coconuts to rot and the fish catch to dwindle. Moana suggest going beyond the reef of the island to find more fish and figure out what is happening,

but Tui forbids it. Moana tries conquering the reef but is overpowered by the tides and is shipwrecked back on Motunui.

Grandmother of Moana, Tala, shows her a secret cave where a number of ships are hidden, revealing to Moana that their people used to be voyagers, but they stopped when Maui stole the heart of Tefiti because the ocean was no longer safe without it. Tala explains that the darkness of Teka is poisoning the island, but it can be cured if Moana finds Maui and makes him restore the heart of Te Fiti, which she gives to Moana. Shortly afterward, Tala falls ill and, while on her death bed, tells Moana that she must begin her journey.

- c. Climax. It is the turning point in the story that occurs when character tries to resolve the complication.

Climax of Moana movie:

That same night, Moana sets sail on a camakau found in the cavern. She is caught in a typhoon and shipwrecked on an island where she finds Maui, who boasts about his achievements. She demands that Maui return the heart. However, he refuses and traps her in a cave. Moana finds a way out and confronts Maui, who reluctantly lets her on the camakau. They are attacked by Kakamora, a coconut armored pirates who seek the heart, but Moana and Maui outwit them. Moana realizes Maui is no longer a hero and convinces him to redeem himself by returning the

heart. Maui first needs to obtain his magical fishhook, which is located in Lalotai, the Realm of Monsters, and is in the possession of Tamatoa, a giant, greedy coconut crab. Maui and Moana go to Lalotai and he retrieves his hook while Moana distracts Tamatoa. But Maui discovers that he can no longer control his shape shifting and loses self-confidence, quickly becoming overpowered by Tamatoa. Quick thinking of Moana allows them to escape with the hook. Maui reveals that his first tattoo was earned when his mortal parents rejected him. After reassurance from Moana. Maui teaches her the art of sailing and regains control of his powers.

The two arrive at the island of Te Fiti, only to be attacked by Te Ka. However, Moana refuses to turn around, resulting in hook of Maui being badly damaged. Believing that if he goes back to battle with Te Ka, he will lose his hook, and therefore his power. Maui angrily abandons Moana, who tearfully asks the ocean to find someone else to restore the heart. The ocean obliges and takes the heart from Moana. Then spirit of Talla appears, inspiring Moana to find her true calling. She retrieves the heart and with full courage sails back to confront Te Ka.

- d. **Resolution.** It is the set of events that bring the story to a close.

Resolution in Moana movie:

Maui returns, having had a change of heart, and buys Moana time to reach Te Fiti by fighting Te Ka, destroying his hook in the process. Moana discovers Te Fiti is missing, and realizes Te Ka is a corrupted Te Fiti without her heart. Moana tells the ocean to clear a path, allowing her to restore the heart of Tefiti, transforming her back to normal. Te Fiti then heals the ocean and islands of the blight. Maui apologizes to Te Fiti, who restores his hook and gives Moana a new boat before falling into a deep sleep and becoming a mountain.

Moana bids farewell to Maui, returning home where she reunites with her parents. She takes up her role as chief and wayfinder, leading her people on a voyage.

5. Point of view refers to who tells the story and how it is told. The possible ways of telling a story are many, and more than one point of view can be worked into a single story.

Types of Point of View:

a. Objective Point of View

With the objective point of view, the writer tells what happens without stating more than can be inferred from the action of story and dialogue. The narrator never discloses anything about what the characters think or feel, remaining a detached observer.

b. Third Person Point of View

Here the narrator does not participate in the action of the story as one of the characters, but lets us know exactly how the characters feel. We learn about the characters through this outside voice.

c. First Person Point of View

In the first person point of view, the narrator does participate in the action of the story. When reading stories in the first person, we need to realize that what the narrator is recounting might not be the objective truth. We should question the trustworthiness of the accounting.

d. Omniscient and Limited Omniscient Points of View

A narrator who knows everything about all the characters is all knowing, or omniscient. A narrator whose knowledge is limited to one character, either major or minor, has a limited omniscient point of view.

In the Moana movie, the point of view is the first person point of view, because the narrator participates in the action of the story whom played by grandma talla or the grandmother of Moana in the beginning of movie.

## 6. Setting

Setting is the physical and social context in which the action of a story occurs. The major elements of setting are the time, the place, and the social environment that frames the characters.

- a. Setting of place in Moana movie is Motonui Island, on the ship, Lolatai Island and Te Fiti Island.
- b. Setting of time in Moana movie are at night, in the morning

## 7. Conflict

Conflict is the essence of fiction. It creates plot. The conflicts we encounter can usually be identified as one of four kinds:

- a. Human versus Human

Conflict that pits one person against another.

- b. Human versus Nature

This involves a run-in with the forces of nature.

- c. Human versus Society

The values and customs by which everyone else lives are being challenged.

- d. Human versus Self

Internal conflict. Not all conflict involves other people. Sometimes people are their own worst enemies. An internal conflict is a good test of values of character.



In Moana movie there are several conflicts including human vs. human, human vs. society and human vs. self. In this film, Moana had to fight to convince Maui to restore the heart of Te Fiti and Moana with Maui fighting against Te Ka. Consequently, the event was a human vs. human form. The second problem, Moana had to face her father, Tui, as a chief of village and the Motunui community. They assume that no one of their can sail past the reef because it is a descending rule from their ancestors. The last problem is human vs. self. Moana must be able to fight her insecurity. Moana assumed that he was not worthy of being Chosen Person to restore the heart of Te Fiti.

8. Tone is the implicit attitude of author toward the reader, subject, or the people, places, and events in a work as revealed by the elements style of the author. Tone may be characterized as serious or ironic, sad or happy, private or public, angry or affectionate, bitter or nostalgic, or any other attitudes and feelings that human beings experience.

In Moana movie, there are several tones that the writer uses for each various situations such as serious, happy, angry, and affectionate.

### **K. Relation Between Movie and Education**

Nowadays, English become useful in each field of life. Parents insist to put their children in various educational institutions with good quality in English. In the other hand, they pay less attention to the importance of teaching values to children. Whereas, most teacher in educational institutions are too focused on academic learning. Thus a decline of educational value in children occurs in our life. To minimize the problem parents and teacher need media to teach English and also deliver educational value to children such as animation movie.

It will be easier for parents to teach English and educational value through animation movie to children, it is more practical and economical. Besides, it is an effective way to monitor children directly, because in this era many children spend their time to watch movie either on television or cellphone. The argument also explained by Najjar that animation can contribute to a better understanding of the learning material in two ways. The first it enables the creation of mental representations of concepts, phenomenon, and processes. The second it can be used to replace challenging cognitive processes (such as abstraction, imagination, or creativity) that some learners are short of.<sup>19</sup> It means that movie is very helpful to increase the knowledge and creativity of someone, moreover animation movie directly influence the audience with fresh and funny content.

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<sup>19</sup> L.J. Najjar, "Principles of Educational Multimedia User Interface Design"(Georgia Tech Research Institute, Atlanta, 1998), p.113

Besides, in the context of learning, animation is effective tools especially in visualizing processes that cannot be seen or that are difficult to explain in class.<sup>20</sup> People can be faster and easier to remember something what is seen by eyes and heard by ears than what can only be read or just heard. Therefore teachers can teach English as well as convey educational value to children easily.



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<sup>20</sup> Miri Barak, Tamar Ashkar and Yehudit J. Dori, "Learning Science via Animated Movies: Its Effect on Students' Thinking and Motivation". Elsevier Science Direct, Vol 56 (November 10<sup>th</sup>2019), p.840

### CHAPTER III

#### RESEARH METHODOLOGY

##### A. Research Design

Research methodology is commonly defined as a way or method to thinking and preparing to completed the research and reach the goal of the research.

“Creswell says research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. You engage in solving problems every day and you start with a question, collect some information, and then form an answer”<sup>1</sup>

Research also helps practitioners evaluate approaches that they hope will work with individuals in educational settings. This process involves sifting through research to determine which results will be most useful. In this study, to analyze the educational value in movie, the researcher uses descriptive qualitative research to describe the educational value that included in Moana movie.

According to Creswell, qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore the social or human problem.<sup>2</sup> It is means for exploring and understanding the meaning individuals or groups ascribe to social or human problem. And the aim of a qualitative research project may vary with the

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<sup>1</sup> J. W Creswell, *Educational Research ; Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4th edition* ( Boston : Pearson, 2002), p.3

<sup>2</sup> J. W Creswell, *Research Design Qualitative and Quantitative Approaches* (Thousand Oaks: SAGE Publications Inc, 1994), p.24

disciplinary background, such as a psychologist seeking in depth understanding of human behavior and the reason that govern.

In the qualitative research, the data collected have been termed soft, that is, rich in description of people, places, and conversations, and not handled by statistical procedures.<sup>3</sup> It is means that in qualitative research, the researcher does not use the form of data as the main element, but the study prioritizes supporting theories which has existed to be developed and obtain the result in the form of a deeper understanding of phenomenon.

Based on the explanation above, the researcher chose qualitative research to obtain accurate explanation to analyze and present what have been found in the movie. The researcher also used library research to complete the research.

## **B. Research Instrument**

Instrument is a tool or facility that is used by researcher to collect the data in order to find good result. It means that instrument will be testing device for measuring a given phenomenon. Sugiyono stated that in qualitative research, the instrument is the researcher themselves. Hence, the researcher should be validated by themselves about their ability in conducting research.<sup>4</sup> It will be proved that the researcher acted as an instrument in qualitative research that is useful for obtaining deep result of the phenomenon in the study. As a result, researcher also determines whether the study was

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<sup>3</sup> Robert C. Bogdan, *Qualitative Research For Education ; An introduction to Theory and Methods 5th Edition* (London: Pearson Education Inc, 2007), p.2

<sup>4</sup> Sugiono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2008), p.22

successful or not and how far the research can describe the detailed information.

In line with the explanation above, Creswell also give the statement about research instrument in qualitative research

“Researcher as key instrument in the qualitative research. Researcher collects data themselves through examining documents, observing behavior, or interviewing participant. They may use a protocol of an instrument for collecting the data, but researchers are the ones who actually gather the information. They do not tend to use or rely on questionnaires or instruments developed by other researcher.”<sup>5</sup>

A statement from Creswell explains that researcher main element to collect the data. They can use protocol to help in collecting the data but actually researchers are the sources of data, because researchers will determine whether the data is feasible to use or not.

Consequently, researcher was an instrument in this research. But in the course of the research, transcript and Moana movie used as protocol of collecting data. The purpose of using protocol was to obtain clear information about educational value contained in Moana movie. The protocol can be found in the following table:

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<sup>5</sup> J. W Creswell, *Op.cit.* 175



Table  
Protocol of the research

No	Types of Educational Value								Dialogue	Description
	H	B	R	P	L Y	S	L O	F		
1.							√		<p>I know, I know.</p> <p>But you don't go out there. It's dangerous.</p>	<p>Setting: on the coastline</p> <p>Participant: The first participant was Tui, and second participant was little Moana.</p> <p>End: to protect Moana playing in the sea</p> <p>Act sequence: when father of Moana was looking for Moana and finally found her on the beach.</p> <p>Key: the dialogue was spoken by the speaker while feel worry.</p> <p>Instrumentalitie: oral dialogue</p> <p>Norm: the utterance were delivered in a strict manner.</p> <p>Genre: dialogue</p>
2.			√						<p>Sometimes who we wish we were what we wish we could do. It's just not meant to be.</p>	<p>Setting: on the coastline</p> <p>Participant: The first participant was Mother of Moana. second participant was Moana.</p> <p>End: to entertain and advise Moana</p> <p>Act sequence: when mother Moana advised Moana after arguing with her father</p>

										<p>Key: the dialogue spoken with low intonation</p> <p>Instrumentalitie: oral dialogue</p> <p>Norm: the utterance was deliver in low intonation.</p> <p>Genre: dialogue</p>
3.				√					<p>No one goes beyond the reef!</p> <p>We have one rule. A rule that keeps us safe</p>	<p>Setting: in the morning</p> <p>Participant: The first participant was Chief Tui and second participant was Moana and some of vilager.</p> <p>End: to prevent Moana and his people to be sailing</p> <p>Act sequence: when Moana argues to sail beyond the reef</p> <p>Key: the dialogue was spoken with high intonation</p> <p>Instrumentalitie: oral dialogue</p> <p>Norm: The utterance deliver by the speaker while feel angry</p> <p>Genre: dialogue</p>

### C. Data Collecting Technique

Data collecting technique is the process of gathering and measuring information on targeted variables, which then enables someone to answer the question and evaluate outcomes.

“Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors”<sup>6</sup>

Donald ary defines that there are some ways will be used in qualitative research to collect the data: observation, interviewing, document or artifact analysis.<sup>7</sup> In this research, the data will be collect in the form of written document to gain an understanding of the phenomenon under study. Documentation is the method used in scientific research to collect data by using the document of evidence list.

In this case, the researcher used transcript or subtitle of Moana Movie as written artifact. Whereas video recording as audio-visual material that the writer used as data collection technique. It involved dialogue between characters in the movie that are relevant to the research. Video recording was conducted at home when the writer watching the movie. The movie was repeated several times to get transcription. In using script and audio recording, the collected data are a concrete and factual source to give complete sense in analysis educational value in Moana Movie. After watching Moana Movie, the transcription typed in Microsoft Word program.

The steps are as follow:

1. First, the researcher watched the video in several times;
2. Then, the researcher wrote the transcript of the utterance on the video;

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<sup>6</sup> J. W Creswell, *Op.cit.* p.9

<sup>7</sup> Donald Ary, *Introduction to Research in Education Eighth Edition* (Belmont: Wadsworth, 2010), p.431

3. Next the researcher identified the educational value by reading the transcript;
4. The researcher made group of the data that has identified, and
5. Last, the researcher classified the data based on the form of educational value

#### **D. Research Procedures**

The procedures of the research used as follows:

1. The researcher decided to analysis of educational value in movie
2. The researcher chose Moana Movie as the material to be studied
3. The researcher watched the movie until three times or more, then analyzed the dialogues and part of the movie which can be analyzed as the educational value
4. The researcher wrote the transcript of the movie to help the researcher in gathering information.
5. The researcher selected the dialogues that related to the educational value based on the types of educational value.
6. Then the researcher classified the dialogues and analyzed them according to its categories based on theory semantics.
7. After classified the dialogues on the category of educational value, the researcher described how the educational values are acted to the actor using the theory of SPEAKING model by Dell hymes.
8. Finally, The researcher made the report

## E. Data Analysis

Data analysis is the process to understanding how to make the sense of the text and images then it can be the answer of research question. Bogdan described data analyzed is the process of systematically searching and arranging the interview transcript, field notes, and other materials that the researcher accumulated to increases her own understanding of them and to enable her to present what she has discover to other.<sup>8</sup>

In this process the writer used some methods to get valid and true data.

1. Pay attention to each dialogue of characters in every scene.

The researcher focused on dialogue that presented in movie to find the educational value

2. Interpreted the data found in dialogues.

The interpretation is started tentatively as early as the initial educational value which is intended to final in underlying meaning.

3. Analyzed the dialogues

The data which collected analyzed by researcher

4. Verified the dialogues with relevant theory in this research.

This step use semantic approach to show whether the determined categories consisted the data or not.

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<sup>8</sup> Robert C. Bogdan, Op.Cit. p.159

5. Classified them according to its categories based on educational value.

This process is useful for determining the position of dialogue in each type of educational values. In this case, the researcher used semantics as theory that can facilitate information in the process.

6. Describing how the educational value found is presented in the movie by using SPEAKING model.

After the data verify, the researcher described and explained the types of educational found in the previous process by using SPEAKING model.

7. Gave the conclusion about the educational values in the movie.

Concluding the data which was gotten in the process also includes limiting the growing ideas.

#### **F. Trustworthiness of the Data**

In the qualitative research, Lisa said that trustworthiness has become an important concept because it allows researcher to describe the virtues of qualitative terms outside of the parameters that are typically applied in quantitative research.<sup>9</sup> The research can be said valid when it measures effectively what is supposed to measure whether it can be credible, transferable, confirmable and dependable. To measure this research has good validity or not, the researcher uses triangulation.

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<sup>9</sup> Lisa M. Given, *The SAGE Encyclopedia of Qualitative Research Methods* (London: SAGE Publication, 2008), p.895



“Triangulation is the process of corroborate evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research.”<sup>10</sup>

According to Cohen at al, there are several kinds of triangulation as follow:

1. Time triangulation

- a. Cross-sectional triangulation is the data collection implemented in the same time to different group.
- b. Longitudinal triangulation is data collected from the same group at different times.

2. Space triangulation

This type involves the studied conducted in the same country or within the same subculture.

3. Combined levels of triangulation

This type uses more than one level of analysis from the three principal levels used in the social sciences, namely, the individual level, the interactive level (groups) and the level of collectivities (organizational, cultural or societal).

4. Theoretical triangulation

This type involves using more than one theoretical scheme in the interpretation of the phenomenon. Examining the research findings

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<sup>10</sup>J. W Creswell, *Op. Cit.* p.259

using different theoretical lenses can also aid researchers in overcoming their own personal biases or ideological blinders. Different facets of the research problem can be explored by examining research results using analytical frameworks related to different theories.

#### 5. Investigator triangulation

Another way that researchers attempt to increase the validity and trustworthiness of their findings is by deploying more than one investigator in the collection and analysis of data. This type involves multiple researchers in an investigation this technique allows for additional insights in the process of making sense of the data as it brings different perspectives and different epistemological assumptions that may inform the research results.

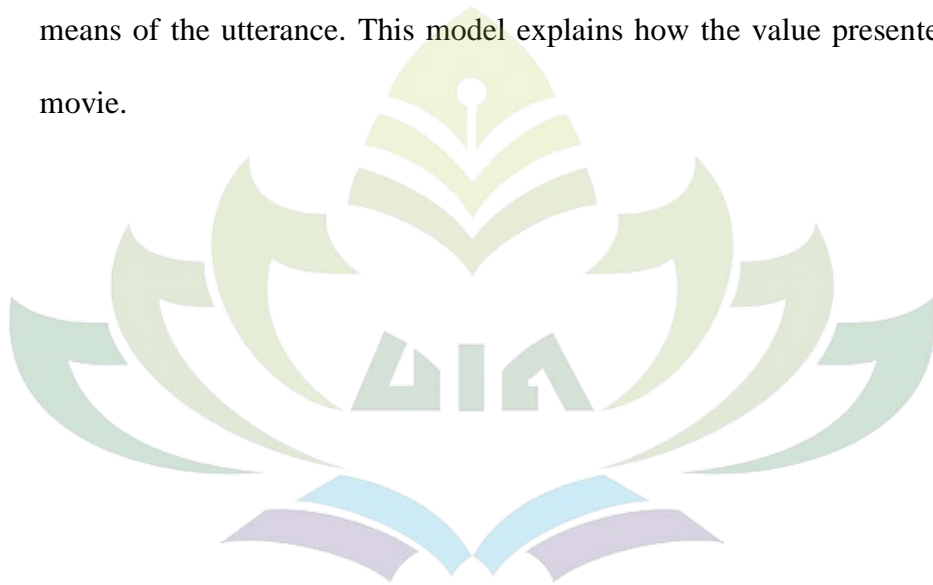
#### 6. Methodological triangulation

This type is using more than one option to gather data, such as interview, observations, questionnaires and document.<sup>11</sup>

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<sup>11</sup> Louis Cohen, Lawrence Manion, Keith Morrison, *Research Methods in Education* (Newyork: Taylor & Francis e-library, 2007), p.142

Those are the types of triangulation. In this research, Theoretical Triangulation will be developed. Besides, the researcher collected the data by using two theories such as theory of semantics and theory of SPEAKING model. Semantics theory by Davies and Elder used as a classifier which the dialogue contain educational value or not. And classified them to the types of educational value. While for describe the educational values acted to the actor, researcher used SPEAKING model by Dell Hymes as due to find the means of the utterance. This model explains how the value presented in the movie.





## **CHAPTER IV FINDING AND DISCUSSION**

### **A. Finding**

In this chapter, the researcher classifies the data based on the types of educational value and after that describes how the types were presented in the movie. The data were gotten from Moana movie. The researcher found educational value in its various types. The types of educational value that found in the movie, the researcher used theory by Davies namely semantics theory. Meanwhile, for describe educational value presented in the movie the researcher analyzed by using SPEAKING model by Hymes and another one theory of perception by Goldstein.

#### **1. Types of Educational Value in Moana movie**

In this section, the researcher has obtained the result. After watching, understanding, and analyzing the movie, the researcher found that Moana movie contained several types of educational value which related to the theory of Linda and Eyre. The category was divided into value of being and value of giving. In this section, the author uses semantic theory by Davies to identify and classify it into types of educational value. The educational value that found in the dialogue appropriate the measure of value that have definite in previously. After the process of data reduction, there are 22 types of educational value. There were 8 division of educational value found in the movie. The distribution can be found in the following table

**Table 2**  
**Finding the data in the types of educational value**

No	Time	Dialog in the Movie	Types of Educational Value							
			Honesty	Brave	Self confidence	Purity	Loyalty	Respect	Love	Friend liness
1.	07.23 minutes	I know, I know. But you don't go out there. It's dangerous.							√	
2.	13.00-13.10 minutes	Sometimes our strengths lie beneath the surface. Far beneath in some cases. But I'm sure there's more to Heihei than meets the eye.						√		
3.	14.31-14.40 minutes	No one goes beyond the reef! We have one rule. A rule that keeps us safe.				√				
4	15.54-16.02 minutes	Sometimes who we wish we were what we wish we could do. It's just not meant to be.						√		
5.	28.10-28.23 minutes	We can stop the darkness! Save our island! There's a cavern of boats. Huge Canoes. We can take them, find Maui, and make him restore the heart. We were voyagers. We can voyage again!		√						
6.	30.14	I can't leave you							√	

	minutes									
7.	30.16 minutes	There is nowhere you could go that I won't be with you					√			
8.	33.54- 34.05 minutes	I am Moana of Motonui. You will boat my boat. Sail across the sea and restore the heart of Te Fiti		√						
9.	37.12- 37.18 minutes	It's actually Maui, shape shifter, demigod of the wind and sea, hero of men. I interrupted. From the top hero of men. Go			√					
10.	37.37- 37.50 minutes	Maui always has time for his fans. When you use a bird to write with... It's called tweeting. I know, not every day you get a chance to meet your hero.			√					
11.	37.53- 38.04 minutes	You are not my hero. And I'm not here. So you can sign my oar! I'm here cause you stole the heart of Te Fiti! And you will board my boat. Sail across the sea and put it back!		√						
12.	38.11- 38.23 minutes	I got stuck here for 1000 years, trying to get the heart as a gift for you mortals. So you could have the power			√					



		to create life itself. Yeah. So, what I believe you were trying to say... is thank you.								
13.	50.10-50.20 minutes	Maybe you were. But now... now you're just the guy who stole the heart of Te Fiti. The guy who cursed the world. You're no one's hero.	√							
14.	55.57 minutes	It chose me for reason.			√					
15.	57.28 minutes	You can do this. Go!			√					
16.	59.27-59.39 minutes	Listen. For a thousand years, I've only been thinking of keeping this hair silky, getting my hook and being awesome again. And it's not getting screwed up by a mortal who has no business inside of a monster cave				√				
17.	01.08.27-01.09.04 minutes	If you don't wanna talk don't talk. You wanna throw me off the boat, throw me off. You wanna tell me I don't know what I'm doing.. I know I don't. I have no idea why the ocean chose me. You're right. But my island is dying. So I am here. It's just me and you. And I want to help, but i can't if you don't		√						

		let me.								
18.	01.09.10- 01.09.55 minutes	I wasn't born a demigod. I had human parents. They are... They took one look and decided they did not want me. They threw me into the sea, like I was nothing. Somehow, I was found by the Gods. They gave me hook. They made me, Maui. And back to the humans I went. I gave them islands, fire, coconuts. Anything they could ever want.	√							
19.	01.10.15- 01.10.30 minutes	Maybe the Gods found you for a reason. Maybe the ocean brought you to them because it saw someone who was worthy of being saved. But the Gods aren't the one's who make you Maui. You are.					√			
20.	01.13.08- 01.13.32 minutes	I figured it out. You know, the ocean used to love when I pulled up islands. Cause your ancestors would sail her seas and find them. All those new lands, new villages. It was the water that connected them all. And if I were the ocean, I think I'd be looking for a curly-haired non princess to start that							√	

		again.								
21.	01.19.23- 01.19.33 minutes	It's not your fault. I never should have put so much on your shoulders. If you are ready to go home, I will be with you.						√		
22.	01.30.59- 01.31.04 minutes	Well hook, no hooks. I'm Maui.			√					

Those are types of educational value found in Moana movie. From the result of analyzing by using semantics theory of Davies in classifying the types of educational value, the data showed that most type of educational value happened in the Moana movie was self confidence that showed 6 times, the second position were brave and respect that showed 4 times in the movie. Next position were honesty purity and love that appeared 2 times. While the lower type were loyalty and friendliness that only appeared 1 time in the movie.

## B. Discussion

According to Davies and Elder, semantics is one of division in linguistic that explaining about meaning. Semantics use natural sign to analyze the meaning of word or sentence Hence, Semantics was used to analyze the meaning of the utterance that contained educational value.

### 1. Types of Educational Value in Moana movie

After analyzing the data and classifying the data in the types of educational value by using theory of Linda and Richard, there are 8 division appeared from 10 types of educational value. Based on the data classification in the types of educational Value in the part of finding before, it can be discussed:

**Table 1**  
**Classification of the data**

No	Data	
1.	Maybe you were. But now... <b>now you're just the guy who stole the heart of Te Fiti.</b> The guy who cursed the world. You're no one's hero.	Honesty
2.	<b>I wasn't born a demigod.</b> I had human parents. They are... They took one look and decided they did not want me. They threw me into the sea, like I was nothing. Somehow, I was found by the Gods. They gave me hook. They made me, Maui. And back to the humans I went. I gave them islands, fire, coconuts. Anything they could ever want.	

In the movie, the sentence *Maybe you were. But now... **now you're just the guy who stole the heart of Te Fiti.** The guy who cursed*

*the world. You're no one's hero* appeared in the utterance of Moana at 50.10 minutes. Based on semantic theory, the utterance reflect semantic theory because she did a natural sign in her utterance “***now you're just the guy who stole the heart of Te Fiti***” which means that Maui is a thief not a hero anymore after stole the heart of Tefiti. That also applies to the second sentence, Maui use natural sign “***I wasn't born a demigod***” that appeared in 01.09.10 minutes. Based on the utterance Maui did semantic theory to convey that he was a God but actually a human.

Beside the theory of Linda and Richard which argued that if the speaker conveys the actual event without changing information, it can be said as types of educational value in Honesty. Thus, both of the sentence is included in the types of Honesty because Moana and Maui deliver the utterance without changing the information.

**Table 2**  
**Classification of the data**

No	Data	
1.	We can stop the darkness! Save our island! There's a cavern of boats. Huge Canoes. <b>We can take them, find Maui, make him restore the heart.</b> We were voyagers.	Brave
2.	I am Moana of Motonui. <b>You will boat my boat.</b> Sail across the sea and restore the heart of Te Fiti	

In the movie, the sentence *We can stop the darkness! Save our island! There's a cavern of boats. Huge Canoes. We can take them, find Maui, make him restore the heart. We were voyagers* appeared in the utterance of Moana at 28.10 minutes. Based on semantic theory, the

utterance reflect semantic theory because she did a natural sign in her utterance “*We can take them, find Maui, make him restore the heart*” which means that she want her father and villager to find maui and make him restore the heart of Tefiti to save their island . That also applies to the second sentence, Moana use natural sign “*You will boat my boat.*” that appeared in 33.54 minutes. Based on the utterance Maui did semantic theory to force Maui to restore the heart of Tefiti.

Beside the theory of Linda and Richard which argued that if the speakers conveys something that they believe as something good with pass a danger or difficulty, it can be said as types of educational value in brave. Thus, both of the sentence is included in the *types of brave* because Moana deliver the utterance with pass a danger or difficulty.

**Table 3**  
**Classification of the data**

No	Data	
1.	<b>You can do this. Go!</b>	Self Confidence
2.	<b>Well hook, no hooks. I’m Maui.</b>	

In the movie, the sentence *You can do this. Go!* appeared in the utterance of Moana at 57.28 minutes. Based on semantic theory, the utterance reflect semantic theory because she did a natural sign in her utterance “*You can do this. Go!*” which means that she believe in her ability. That also applies to the second sentence, Maui use natural sign “*Well hook, no hooks. I’m Maui*”that appeared in 01.30.59 minutes. Based on the utterance Maui did semantic theory to convey that he is always Maui even without his fishhook.

Beside the theory of Linda and Richard which argued that if the speakers believe in their ability that they fulfil an important role in the world, it can be said as types of educational value in self confidence. Thus, both of the sentence is included in the *types of self confidence* because Moana and Maui believe in their ability.

**Table 4**  
**Classification of the data**

No	Data	
1.	No one goes beyond the reef! <b>We have one rule.</b> A rule that keeps us safe.	Purity
2.	Listen. <b>For a thousand years, I've only been thinking of keeping this hair silky, getting my hook and being awesome again.</b> And it's not getting screwed up by a mortal who has no business inside of a monster cave.	

In the movie, the sentence No one goes beyond the reef! **We have one rule.** A rule that keeps us safe appeared in the utterance of Chief Tui at 14.31 minutes. Based on semantic theory, the utterance reflect semantic theory because he did a natural sign in her utterance “**We have one rule** “ which means that he tried to keep the rules to forbid across the reef. That also applies to the second sentence, Maui use natural sign “**For a thousand years, I've only been thinking of keeping this hair silky, getting my hook and being awesome again**”that appeared in 59.27 minutes. Based on the utterance Maui did semantic theory to convey that he maintained his principle to be a hero again.



Beside the theory of Linda and Richard which argued if the speakers keep their value or condition, it can be said as types of educational value in purity. Thus, both of the sentence is included in the *types of purity* because Chief Tui and Maui keep their value.

**Table 5**  
**Classification of the data**

No	Data	
1.	<b>There is nowhere you could go that I won't be with you.</b>	Loyalty

In the movie, the sentence *There is nowhere you could go that I won't be with you* appeared in the utterance of grandma Talla at 30.16 minutes. Based on semantic theory, the utterance reflect semantic theory because she did a natural sign in her utterance “*There is nowhere you could go that I won't be with you*“ which means that promised to always support Moana even though she was not beside her.

Beside the theory of Linda and Richard which argued if the speakers ready to support, ready to help and keep their promise to other humans, it can be said as types of educational value in Loyalty. Thus, the sentence is included in the *types of loyalty* because Grandma Talla ready to support.

**Table 6**  
**Classification of the data**

No	Data	
1.	<b>Sometimes who we wish we were what we wish we could do. It's just not meant to be.</b>	Respect
2.	<b>It's not your fault.</b> I never should have put so much on your shoulders. If you are ready to go home, I will be with you.	

In the movie, the sentence *Sometimes who we wish we were what we wish we could do. It's just not meant to be* appeared in the utterance of Mother of Moana at 15.54 minutes. Based on semantic theory, the utterance reflect semantic theory because she did a natural sign in her utterance “*Sometimes who we wish we were what we wish we could do. It's just not meant to be* “ which means that she tried to be considered of the feelings of Moana. That also applies to the second sentence, Maui use natural sign “*It's not your fault*”that appeared in 01.19.23 minutes. Based on the utterance Grandma Talla did semantic theory to convey that she be tolerant to Moana.

Beside the theory of Linda and Richard which argued if the speakers be considered of the feelings of others and accepting the differences of someone, it can be said as types of educational value in respect. Thus, both of the sentence is included in the *types of respect* because Grandma Talla and Mother of Moana try to be considered of the feeling of others.

**Table 7**  
**Classification of the data**

No	Data	
1.	<b>I know, I know. But you don't go out there. It's dangerous</b>	Love
2.	<b>I can't leave you.</b>	

In the movie, the sentence *I know, I know. But you don't go out there. It's dangerous* appeared in the utterance of Chief Tui at 07.23 minutes. Based on semantic theory, the utterance reflect semantic theory because he did a natural sign in her utterance “*I know, I know.*

*But you don't go out there. It's dangerous* “ which means that he keep Moana from the dangerous. That also applies to the second sentence, Moana use natural sign “**I can't leave you.**”that appeared in 30.14 minutes. Based on the utterance Moana did semantic theory to convey that they worry about his Grandma health.

Beside the theory of Linda and Richard which argued if the speakers express the act of caring and worrying about someone, it can be said as types of educational value in love. Thus, both of the sentence is included in the *types of love* because Chief Tui and Moana worrying about someone.

**Table 8**  
**Classification of the data**

No	Data	
1.	I figured it out. You know, the ocean used to love when I pulled up islands. Cause your ancestors would sail her seas and find them. All those new lands, new villages. It was the water that connected them all. <b>And if I were the ocean, I think I'd be looking for a curly-haired non princess to start that again.</b>	Friendliness

In the movie, the sentence *I figured it out. You know, the ocean used to love when I pulled up islands. Cause your ancestors would sail her seas and find them. All those new lands, new villages. It was the water that connected them all. And if I were the ocean, I think I'd be looking for a curly-haired non princess to start that again* appeared in the utterance of Maui at 01.13.08 minutes. Based on semantic theory, the utterance reflect semantic theory because he did a natural sign in her

utterance “*And if I were the ocean, I think I’d be looking for a curly-haired non princess to start that again*” which means that Maui express his caring to Moana.

Beside the theory of Linda and Richard which argued if the speakers put up warm personality to other person that you know recently, it can be said as types of educational value in friendliness. Thus, both of the sentence is included in the *types of friendliness* because Maui put up warm personality to other person.

## 2. The Educational Value Presented in the Moana Movie.

In this part, the researcher described the educational value presented in the movie by used SPEAKING model. Hymes uses the word of SPEAKING model as acronym to describe the various factors that can lead to the speech event:

Setting	: Setting refers to time and place
Participant	: Participant
End	: Goal of the utterance
Act Sequence	: How the event happened
Key	: The situation is formal or not
Instrumentalities	: The tool that participant used
Norms	: The specific behaviors and properties
Genre	: Types of the utterance

No	Dialog	Indikator	Description	
1.	Maybe you were. But	S	on the ocean when Maui and Moana sailed on the ocean	H

	now... now you're just the guy who stole the heart of Te Fiti. The guy who cursed the world. You're no one's hero.	P	The first participant was Moana and the second participant was Maui.	O N E S T Y
		E	this utterance was delivered to persuade Maui.	
		A	This utterance was conveyed when the speaker Maui refused to return the heart of Te fiti	
		K	The utterance delivered with relaxed intonation	
		I	this utterance was oral dialogue	
		N	The utterance delivered with low intonation.	
		G	dialogue	
2.	I am Moana of Motonui. You will boat my boat. Sail across the sea and restore the heart of Te Fiti	S	at night when Moana sail on the ocean	B R A V E
		P	Participant of this utterance was Moana	
		E	To encourage himself	
		A	This utterance was delivered when Moana practiced speaking loudly to meet Maui	
		K	the utterance delivers in high tone.	
		I	this utterance was oral monologue	
		N	this utterance was delivered with enthusiasm	
		G	monologue	
3.	You can do this. Go!	S	on the entrance of Lalotai island when the speaker wil jump into Lalotai	Self confiden ce
		P	Participant of this utterance was Moana	
		E	To cheer herself up	
		A	This utterance was conveyed when Moana will jump after Maui	

			who had already entered Lalotai island.	
		K	this utterance was delivered in a scared tone.	
		I	this utterance was oral	
		N	The utterance delivered with clear intonation	
		G	monologue	
4.	No one goes beyond the reef! We have one rule. A rule that keeps us safe.	S	in the morning when the villager talk to Father of Moana about the disaster that occurred in their village	P U R I T Y
		P	The first participant was Chief Tui and second participant was Moana and some of villager	
		E	to prevent Moana and his people to be sailing	
		A	This utterance occurred when Moana argues to sail beyond the reef	
		K	the dialogue was spoken with high intonation	
		I	this utterance was oral	
		N	The utterance deliver by the speaker while feel angry	
		G	dialogue	
5.	There is nowhere you could go that I won't be with you.	S	at house of grandma	L O Y A L T Y
		P	The first participant was Grandma Talla and the second participant was Moana	
		E	this utterance was show the support of Grandma Talla for Moana	
		A	this utterance was delivered when grandma talla asked moana to immediately look for Maui	
		K	the utterance delivers in low intonation.	
		I	this utterance was oral dialogue	
		N	this utterance conveyed with compassion	

		G	dialogue	
6.	It's not your fault. I never should have put so much on your shoulders. If you are ready to go home, I will be with you.	S	on the boat after argued with Maui and Maui left Moana on her boat.	R E S P E C T
		P	The first participant was the soul of Grandma Talla and the second participant was Moana.	
		E	to stop Moana from blaming herself	
		A	This utterance delivered when moana given up after being left by Maui and grandmother talla came in the form of stingray to cheer Moana	
		K	this utterance was delivered in low tone	
		I	oral dialogue	
		N	The utterance delivered with clear intonation	
		G	dialogue	
7	I can't leave you.	S	at house of grandma Talla at night	L O V E
		P	The first participant was Moana and the second participant was Grandma Talla	
		E	this utterance was expressed her sadness	
		A	This utterance happened when Grandma Talla is dying and asks moana to immediately find Maui	
		K	the utterance delivers in low intonation.	
		I	this utterance was oral dialogue	
		N	this utterance conveyed with compassion	
		G	dialogue	
8.	I figured it out. You know, the ocean used	S	on the boat when they sailed to the island of Te Fiti	Friend liness
		P	The first participant was Maui and the second participant was Moana.	



to love when I pulled up islands. Cause your ancestors would sail her seas and find them. All those new lands, new villages. It was the water that connected them all. And if I were the ocean, I think I'd be looking for a curly-haired non princess to start that again.	E	this utterance was to praise Moana
	A	this utterance was delivered after the speaker saw Moana was very active in preparing the sails of the boat.
	K	this utterance was delivered in load tone
	I	this utterance was oral dialogue
	N	The utterance delivered with clear intonation
	G	The utterance delivered with clear intonation

Those are the table about educational value presented in the movie. After analyzing the utterance on the movie by using SPEAKING model by Dell Hymes. There are 8 utterance described in the table such as honesty, brave, self confidence, loyalty, purity, respect, love and friendliness. There are different setting, participant, end, act sequence, key, instrumentalities, norms and genre of each utterance that we can see on the table classification above.

From the result, the researcher conclude that speech not only about the appropriateness of a sentence with the rules of language, but also to the meaning and context of the sentences. A conversation can occur if there is a reciprocal response between two speakers.

## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

After analyzed the movie and getting the result, the researcher found several types of educational value. The data were classified into various types of educational value and describe how the data presented in the movie, based on theory of Davies, Hymes and Goldstein. In the types of educational value, the researcher analyzed the movie by using theory of semantics by Davies and supported with theory perception by Goldstein. While for describe the educational value presented in movie, the researcher used SPEAKING model by Hymes. The types of educational value divided into two types, value of being and value of giving. Value of being consist of honesty, brave, self confidence, self discipline and purity. Meanwhile, value of giving consists of loyalty, respect, unselfishness, love, kindness and friendliness and fair and humanist.

As the result, in types of educational value in the movie, we can find some examples of dialogue shown educational values found in The *Moana* movie. The value can be presented in educational value depend on people itself how they define it. We have to know that there are 22 data which had been found by the researcher, they are honesty, brave, self confidences, purity, loyalty, respect, love and friendliness. There are brave and respect that showed 4 times in the movie. Honesty, purity and love appear 2 times in the movie.

While the lower type was loyalty and friendliness that only appear 1 time in the movie. And the highest type of educational value in Moana movie is self confidence which is presented 6 times in the utterance of Maui. Based on the data showed, self confidence is the most dominant types of educational value in Moana movie. That type appears 6 times in the movie.

### **B. Suggestion**

Based on the result of the research and considering the previous conclusion, the researcher would like to provide some suggestions. The suggestion is pointed as follows:

#### **1. The readers**

The readers who want to obtain knowledge about educational values in the utterance of someone especially the utterance of characters in the movie, the researcher hope that this research can help the readers in finding the answer which come to their mind. The researcher thinks that learning new language is important to face the modern era. There are many media that can be used to improve our ability in learning new languages. One of them is a movie. Movie can be used as a medium of learning language because movie is not only interesting but also contains many messages and educational values.

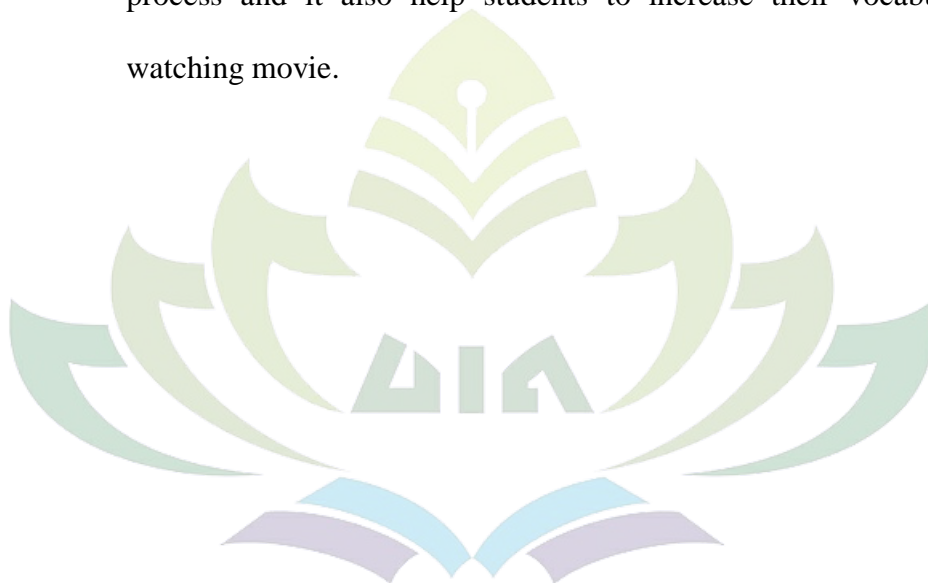
#### **2. The next researcher**

For the next researcher who wants to conduct about educational movie which is happened on the utterance of someone especially in the

movie, the researcher hopes that this research can be useful as the reference. It is better, if the next researcher can do the research in other media.

### 3. To the English teacher

As the result of this research, the researcher gives suggestion for the English teacher that movie can be use as a media in teaching learning process and it also help students to increase their vocabulary by watching movie.



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